DOCUMENT RESUME

ED 223 895 CE 034 484

AUTHOR MacKenzie, John
TITLE New Careers Competency Based Training and Education System.
INSTITUTION Manitoba Dept. of Labor and Manpower, Winnipeg.
PUB DATE Nov 82
NOTE 19p.
AVAILABLE FROM New Careers Branch, Dept. of Labour and Manpower, 5th Floor, 213 Notre Dame Avenue, Winnipeg, Manitoba, Canada R3B 1N3.
PUB TYPE Reports - Descriptive (141)

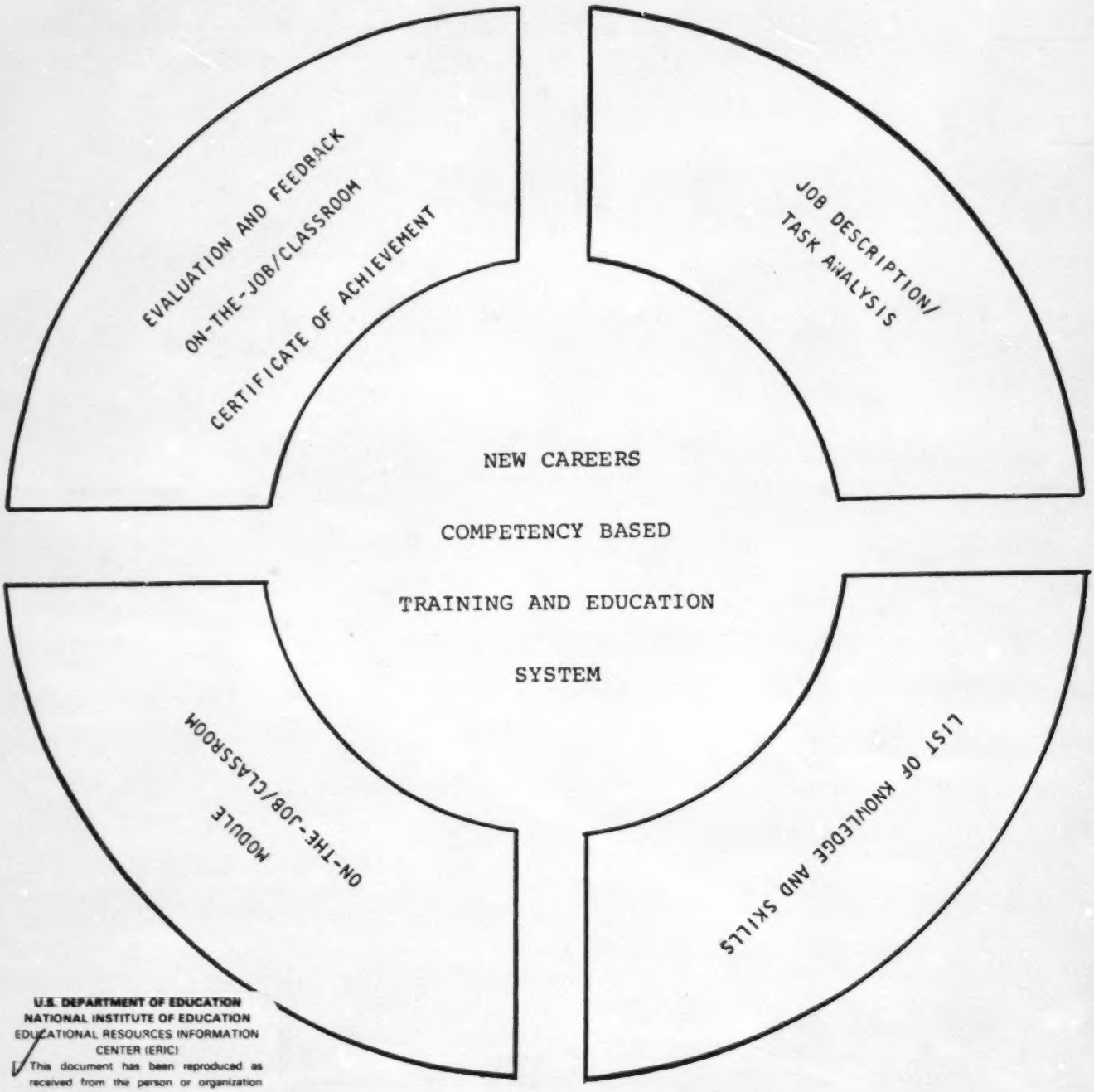
EDRS PRICE MF01/PC01 Plus Postage.
DESCRIPTORS Adult Basic Education; Adult Education; Adult Programs; Adults; Canada Natives; *Competency Based Education; *Economically Disadvantaged; *Educationally Disadvantaged; Employment Potential; Employment Programs; Females; Foreign Countries; Job Skills; *Job Training; Outcomes of Education; Postsecondary Education; Program Effectiveness; Program Implementation; Vocational Education; *Work Experience Programs
IDENTIFIERS *Manitoba

ABSTRACT

New Careers is an alternative adult career-training and education program that provides experienced-based career training to people in Manitoba who have had little or no opportunity to take part in formal education and employment in the labor force. The adults in training enter the program with a grade 9 educational level. They receive adult basic education to enable them to attain grade 12 equivalency; basic literacy training; and advanced reading, writing, mathematics, and science skills for the job. The competency-based training program starts by identifying the needs of employers and their commitments to training and hiring individual workers. A competency-based training plan consisting of a job description; a detailed task list; identification of all the knowledge, skills, and values necessary to perform each task; a list of classroom and on-the-job training modules; and an evaluation format is developed and implemented for individual trainees. In fiscal year 1981-82, 91 trainees graduated from the program prepared to enter 12 careers. Eighty-seven percent of the graduates are presently employed in the province. In 1982, 9 training projects prepared 128 trainees who were working in 45 companies in 68 communities throughout Manitoba; 54 percent are of native ancestry and 51 percent are females. (KC)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED223895



OE 034 484

U.S. DEPARTMENT OF EDUCATION
NATIONAL INSTITUTE OF EDUCATION
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☑ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official NIE position or policy.

November 1982

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J. MacKenzie

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

John MacKenzie
Dept. of Labour and Manpower
New Careers Branch
500--213 Notre Dame Avenue
Winnipeg, Manitoba R3B 1N3

INTRODUCTION

New Careers is an alternative adult career training and education centre. It provides experience based career related training to people in Manitoba who have had little or no opportunity to take part in formal education and career employment.

In the fiscal year 1981 - 82, ninety-one trainees graduated from the New Careers adult training program. They received training in the following careers: Chemical Abuse Counsellors, Residential Child Care Workers, Teachers Aides, Juvenile Counsellors, Recreation Workers, Adult Correctional Officers, Day Care Workers, Nutrition/Health Advisors, Introduction to Aircraft Mechanics, A/V Technicians, Record Compilers and Lab Assistants. Eighty-seven percent (87%) of the graduates are presently employed in the Province.

In 1982 there are nine training projects currently underway. These are: Dakota Ojibway Child and Family Service Workers, Northern Retail Store Managers, Adult Correctional Officers, Frontier School Nutritional Advisors, Chemical Abuse Workers, Children's Aid Social Workers, Juvenile Counsellors, Tribal Council Child and Family Service Workers, and Air Mechanics. There are 128 trainees who are workers in training in 45 agencies/companies and living in 68 communities throughout Manitoba. Of the present people in training, 54% are of native ancestry and 51% are female. New Careers conducts classroom training throughout the province: Gimli, Winnipeg, Brandon, Dauphin, The Pas and Thompson.

The adults who are presently in training enter the program with an average of Grade 9. They are receiving Adult Basic Education coaching to assist them in attaining their Grade XII equivalency (GED 12), basic literacy training and advanced reading, writing, math and science skills for the job.

The New Careers training and education program is designed to enable individuals to be competent in their careers. This means that the training is to achieve results for the worker in training. The bottom line is, can the person perform on-the-job? To achieve this, the individual is involved in developing professional/paraprofessional competencies by participating in classroom and on-the-job learning. Extensive participation is required on the part of the adult learner, as well as the full support of management and supervisory staff of participating organizations and the New Careers staff project co-ordinator and trainers. Collectively, they determine what needs to be done to facilitate the mastering of the skills by the individual worker. Evaluation needs to be seen as a tool for helping learners become competent in the career for which they are being trained. New Careers does not deliver "courses" but is involved in developing job career competencies so that individuals can perform at the standard agreed to by the participating organization and New Careers.

The New Careers training and education system, while sharing various components with other training and education approaches, is unique in terms of the assumptions which underly it.

SOME OF THE BASIC ASSUMPTIONS ARE:

1. Poverty is the result of economic, social, or geographic barriers and is not caused by inherent personal weaknesses.
2. The most immediate need of disadvantaged persons is employment which can also provide training/education and career opportunities.
3. Successful training programs are geared to functional learning. Adults more readily learn concepts that are related to job and life concerns.

.../3

4. There is little relationship between the level of formal education and job performance; therefore, many of the educational criteria for jobs are irrelevant. Waiving these criteria for career paths would not result in the lowering of performance.

5. Learning is valid regardless of the environment in which it has occurred or the manner in which it has been obtained.

New Careers is a training and education program that starts with the employer. When there has been an agreement between an employer and New Careers to participate in the planning, implementation and final hiring of graduates, the actual training program is developed. New Careers is responsible for the development and implementation of the training and education plan for all of the project areas. New Careers directs and co-ordinates this planning process. Implicit in this process is the involvement of staff from the participating organization in the planning and implementation. This plan is never "etched in marble". The planning system has been kept open to allow for appropriate changes as the need arises.

COMPETENCY BASED TRAINING AND EDUCATION PLANNING PROCESS

A competency based training plan consists of a job description, a detailed task list, identification of all the knowledge, skills and values necessary to perform each task, a list of classroom and on-the-job training modules, and an evaluation and feedback format for assessing both classroom and on-the-job performance.

JOB DESCRIPTION:

THE QUESTION TO BE ANSWERED WHEN IMPLEMENTING THIS PROCESS IS "WHAT IS THE GENERAL SCOPE AND NATURE OF THE EMPLOYEE'S POSITION?"

Where the job description is already established, it is reviewed and written in a manner that identifies the major areas of responsibilities and the job functions (task groupings) in each area. If no job description exists, it is developed as a result of meetings with agency staff where the job is discussed in its broadest terms. New Careers staff research similar job areas to ensure that no areas of responsibility are inadvertently overlooked. Agency staff review any changes made to the job description, ensuring that the job description reflects the job as it is to be performed in their work environment. This then serves as the basis for developing the task list.

TASK ANALYSIS:

WHAT ARE THE SPECIFIC TASKS THE TRAINEES WILL BE EXPECTED TO PERFORM BY THE END OF THE TRAINING PERIOD?

A task analysis is prepared to determine all of the job tasks required to perform the job competently. Agency staff are again involved to identify the tasks that the trainee will perform in their roles as workers.

Each job in every agency has its own unique task list reflecting how the work is performed in that agency.

The task analysis is performed by either breaking down each area of the job description, or by beginning with a clear slate and a brainstorming session. Following the brainstorming session during which everyone's suggestions are recorded, tasks are discussed and reworded to be more specific, clearly defined, observable, realistic, measurable and written in behavioral terms. Research on job tasks for similar careers is also conducted. The job task analysis is then circulated to people who are noted as being competent in that field of work for review and comments.

All data is collected and tasks are organized into job functions and common group areas. This is then discussed with the participating organization's staff and agreement to proceed is obtained.

KNOWLEDGE AND SKILLS:

WHAT KNOWLEDGE AND SKILLS ARE REQUIRED TO PERFORM THE TASK?

The third step in the plan is to analyze each task to identify the knowledge and skills essential to perform each task competently. The identified knowledge and skills are then organized into learning modules.

CLASSROOM AND ON-THE-JOB MODULES:

WHAT ARE THE SKILLS TO BE MASTERED AND WHERE WILL THIS TAKE PLACE?

New Careers does not deliver courses but develops job competencies for specific jobs. These competencies are organized into modules. These modules are priorized according to needs and sequential learning and schedules are set. Then the modules are reviewed to determine how and where they will master the skills and knowledge - on-the-job or in the classroom. Training modules are then delivered using the adult learning methodology.

.../6

There needs to be a close relationship between classroom performance and on-the-job performance. There are times when individuals can perform in the classroom but not on-the-job. Where this occurs, New Careers staff and supervisors need to identify the kind of support that would ensure that she/he develops the competencies to perform the job.

This requires that each module be designed to enable the worker in training to obtain the competencies for that specific job. It requires the supervisor of the participating organization and the project co-ordinator and trainer of New Careers to be working as a team with the trainee to facilitate the learning. If the trainee is not learning, the trainer and team members are not achieving their objectives and they need to reassess their design to achieve the desired objectives.

The actual classroom delivery methods are very important in this training approach since the objective is to develop skills with a good conceptual working basis as to why and how one does what she/he does. The lecture method is one of the least desirable approaches to facilitate adult learning. Using adult learning methods that involve the learner in the learning process e.g. role playing, practice sessions, using V.T.R. and group discussions are essential in skill development training. It is desirable to develop learning contracts with the individual worker in training. It is important to begin developing self-directed skills in learning as well as in other aspects of her/his life.

.../7

EVALUATION:

WHAT IS AN APPROPRIATE EVALUATION OR FEEDBACK MECHANISM THAT WILL FACILITATE ACHIEVING THE MASTERING OF THE LEARNING?

While the mechanisms for evaluation are largely determined at the initiation of the project, the process is on-going. It is essential that all participants see the evaluation as a tool for learner development and not as an end in itself. Whenever an evaluation is conducted and it is identified that the trainee does not perform the job task at a level desirable by the participating organization, it is necessary to examine what is blocking this from happening and supports are then provided either by the job supervisor or New Careers staff to improve performance level of the task. Two formats are used for evaluations (a) an on-the-job evaluation in written form and (b) a classroom transcript form.

The on-the-job evaluation consists of assessing all the job tasks identified, together with the work behaviors expected of employees in the training organization. On-the-job supervisors, the project co-ordinator and the trainee her/himself rate job performance. This is discussed between the three to develop a rating that is both an accurate reflection of skill level and satisfactory to the trainee. In addition, space is provided for comments and recommendations in this form.

The transcript form is used by New Careers trainers after delivery of each training module. This identifies the competencies and level of performance attained in the classroom with recommendations on reinforcing or developing the competency learned. The trainee and supervisor receive a copy of this.

The face to face feedback that takes place in communicating the evaluation to the trainee is a most critical part of the process. Using all the guidelines for giving effective feedback are essential. This ensures that feedback becomes a critical part of the learning process. All evaluations assess the learning/performance at a particular time and it is anticipated that change will occur between one evaluation and another. The evaluation process needs to be interpreted with this in mind.

At the end of the training period a Certificate of Achievement is presented to the trainees.

A final on-the-job evaluation is done. This provides a final record of the level of competencies attained by the trainee. A job referral letter- "To Whom It May Concern" - is written up by the project co-ordinator and supervisor and a copy is held on file at New Careers.

OTHER COMPONENTS WHICH COMPRISE THE TRAINING AND EDUCATION SYSTEM ARE:

1. ADULT BASIC EDUCATION

An essential aspect of job mobility and life skills in today's society is the acquisition of necessary skills in mathematics, english (writing and reading), science and social studies. New Careers provides individual attention to each trainee to improve these skills. Most people participating in New Careers have had negative school experiences as youths and special attention is given to overcome difficulties resulting from this.

Each trainee is tested upon entry into the program and an individual program is set up with special attention to skill level, career training and learner's objectives.

Coaching is provided to individuals pursuing their General Education Development (G.E.D.) with a desire to enable all who can, to obtain their G.E.D.. 12. Special Indian curricula material is made available in this program to those wishing to use it.

Literacy training is also provided to those trainees who require it. We have obtained adult literacy training resources to be used in our program.

Special programs are provided for trainees requiring advanced skills in any of the areas in Adult Basic Education. e.g. writing for the work situation, mathematics for the work situation, etc.

(2) SUPERVISORY TRAINING

We provide special training for the supervisors of New Careers trainees to enable them to facilitate the learning on-the-job. By providing supervisory skills training, staff from participating organizations are helped to see where they can contribute to achieving the training objectives. They learn supervisory basic skills to enable this to happen. Supervisors are also involved in reviewing and adapting the proposed training plan to their specific organization. They also gather periodically during the project to provide feedback on how the training plan has progressed and to discuss how support may be provided for trainees.

(3) LIFE SKILLS

There is considerable effort made throughout the training period to develop problem-solving skills, interpersonal communication skills, and feedback skills so the worker will be able to continue the learning they have become involved in.

These life skills enable the person to keep abreast in his/her career area, make adjustments in career mobility, and to deal with issues in his/her personal life.

(4) ADDITIONAL ADULT LEARNER SUPPORTS

New Careers provides a wide variety of supports for the workers in training which enable them to untie may of the knots that they find their lives in, and to become self-directed in the lifestyle they choose. This varies from providing baby-sitting to referral for marital councelling to finding an appropriate lawyer and so on.

In summary, the New Careers training and education process serves, for the program, several functions:

1. It provides to all people involved clear training objectives by providing a competency based training plan and clearly defined responsibilities.

2. It provides for adults who have frequently been hurt by traditional education systems a real opportunity for education and employment.

3. It facilitates learning as an on-going process from the work site to the classroom and vice versa.

4. It assists the supervisor in the assignment of specific tasks and relevant on-the-job training.

5. It assists the trainer in the design and delivery of the training to specific relevant learning tasks and activities.

6. It provides a vehicle for on-going assessment, feedback and development of training needs.

7. It provides the trainee with feedback on what she/he can presently do and what she/he needs to do.

8. It removes the mystique from professional education and training and provides learning in relevant manageable areas.

9. It breaks away from the traditional educational system in both the design, delivery and evaluation.

10. New Careers attends to the holistic needs of the participating adult learners to achieve their training and educational objectives.

John MacKenzie
New Careers
Department of Labour and Manpower
5th Floor, 213 Notre Dame
WINNIPEG, Manitoba R3B 1N3
November/82

BASIC CHARACTERISTICS THAT DISTINGUISH BETWEEN NEW CAREERS ADULT COMPETENCY-BASED TRAINING AND TRADITIONAL EDUCATION PROGRAMS FOR ADULTS

CHARACTERISTICS	NEW CAREERS ADULT COMPETENCY-BASED TRAINING	TRADITIONAL ADULT EDUCATION PROGRAM
1. What adults learn	1. The work in which the trainee is involved is the central governing factor in the training design. The trainee is actually a worker in training. The training is both required to be directly related to the needs of the job and the job experience provides material for the training itself. Learning is based solely on specific, precisely stated learning outcomes (usually called competencies or tasks). They have been verified as being essential for successful employment in the occupation for which the person is being trained. The competencies training plans are available to all concerned and describe exactly what the adult will be able to do upon completion of the training program.	1. Usually based on texbooks, reference material, course outlines, or other sources removed from the occupation itself. Adults rarely know exactly what they will learn in each successive part of the program. The program is usually built around chapters, units, blocks and other segments that have little meaning or direct application within the occupation. The Education focus is on "covering material."
2. How adults learn	2. Provide trainee with appropriate curriculum materials. The adult-centered learning focus involves each trainee in setting learning objectives and actively participating in the learning environment that facilitates him/her mastering each task. Lectures are one of the least used education methods. Instead, role playing, assimilation, real case studies etc... are used. Each individual is provided individual attention so that he/she learns effectively. An integral part of the training is regular feedback throughout the learning process with opportunities for the trainees to correct their performance as they go. Efforts are made at removing all barriers that keep him/her from learning and obtaining a Career.	2. Rely primarily on teachers to personally deliver most of the instruction using lectures and V.T.R. tapes. Students have little control over the pace of instruction. Evaluation of the education is rarely conducted. Little periodic feedback on progress is given.

CHARACTERISTICS	NEW CAREERS ADULT COMPETENCY-BASED TRAINING	TRADITIONAL ADULT EDUCATION PROGRAM
3. Adults learn each career job task	3. New Careers is a real alternative for adults to be trained in a career. Each individual worker in training is required to perform each task to a high level of proficiency. This level is stated by the participating employer. The bottom line is --- can the person do the job? The emphasis is on learning how to actually perform tasks needed on the job.	3. Most training programs provide only job readiness skills. They rely heavily on paper and pencil tests and each adult's performance is usually compared to the group norm. Writing and memorization skills are busily tested. There is tremendous emphasis on theory and research, memorizing facts and terms, "nice-to-know" knowledge and background information.
4. When is the employer involved	4. In New Careers, competency-based training begins with the employer. No training plans are made until a contract has been signed with the participating employer. The training and education is based on the job description he/she produces and the task list necessary to master the job. The cooperative delivery of the training in the classroom and on-the-job is critical. Regular evaluations and feedback are critical. This is carried out as a co-operative activity of the employer staff and New Careers staff with the trainee. This enables the employer to know exactly what level of skills the trainee has attained at different stages of their training program and what they can do upon successful completion of the training.	4. Employers are involved in educational institutions on advisory and governing boards. They do not specifically have input into planning the actual training program nor are they involved in the delivery or evaluation of real learning and performance. Employers have little indication what graduates can actually do on the job.

CHARACTERISTICS	NEW CAREERS ADULT COMPETENCY-BASED TRAINING	TRADITIONAL ADULT EDUCATION PROGRAM
5. Person-centered rather than subject-centered training	5. The trainees, or more precisely, workers in training, want meaningful jobs with opportunities for mobility. Even the classroom is arranged for adult centered learning and andragogical methods are used. New Careers provides a holistic approach to career training. We provide supports which empower trainees to build self-directedness into their life style. New Careers has carefully selected staff with abilities to enable this to be achieved.	5. Some institutions have experienced considerable change in the last few years to focus on the person receiving training. They utilize community resources to achieve this. Classrooms are not arranged for andragogy which facilitates adult learning. In most cases the subject matter is the prime importance and concerns and difficulties that occur because of life style (which may interfere with learning) are rarely attended to.
6. When does the training and education start	6. New Careers does not have a set month of the year to plan or deliver the training and education. Specific training plans are developed with each new contract as soon as there is mutual agreement to proceed. New Careers provides either pre-work training or begins delivery of the first training module after the trainee has been several weeks on the job. Upon completion of the first module, the trainee is actually a worker in training. After every 6 weeks on-the-job they then receive two weeks of classroom training. The classroom training is delivered throughout the province. On-the-job training reinforces and adds to the classroom training and vice versa. Each trainee is tested for their Adult Basic Education skills - Mathematics, Reading, Writing, Science, Social Studies - usually after they have been on the program for awhile. A self paced program is set up to enable the individual to advance in this area to achieve and to obtain where possible their G.E.D. 12. Support is given by a staff member hired for this purpose. This is seen as an important factor.	6. The traditional system is based on a system such as the semester system e.g. begins in September, etc, Education plans are not dependent on employer/employee input so time is not required here for setting objectives. Grade school level is considered as one of the prerequisits in traditional Adult Education.

John MacKenzie
New Careers
Department of Labour and Manpower
5th Floor, 213 Notre Dame Avenue
WINNIPEG, Manitoba
R3B 1N3
November/82